

SUMMARIUM

HIGHER EDUCATION

The higher educational issue of *EDUCATIO* is dealing with a social subsystem which is becoming topic of general interest and debate. This issue does not in the first place discuss the direct political dimension of public interest, it does not deal for example with the higher educational policy of the government, or the evaluation of the legislative work of Parliament. In editing *EDUCATIO* an approach which attempts to place the material of the issue into a learning process has been a guideline. This learning process is accompanied by the discovery of the “invisible” Hungarian higher educational institutions and processes, and by the revision of the system that had previously been considered a natural endowment. We regard post-secondary courses, business-schools, community colleges, and folk-high schools as elements of the “invisible institutional system”. This formerly only tolerated sphere has been called to life by the public need in the labor market to correct the strict curricula of governmental universities and colleges. Nowadays the borderline between the public sector and the private one is not so unambiguous: the marketable governmental institutions are step by step becoming educational enterprises. In these institutions primarily the “spontaneous privatization” and the uncontrolled innovative processes mean a challenge to the observer. In “spontaneous privatization” an institutions’ most marketable groups establish private enterprises using public infrastructure. Institutional innovation steps up the standard of Hungarian higher education to the level of the more flexible European systems both from quantitative and qualitative point of view, but due to lack of political priorities these innovations are not coordinated, and this wastes the financial sources of the independent funds, which have a dominant position in financing higher education. At the same time the universities and colleges threatened with abandonment or with the compulsion of having to change profile are trying to lobby for central development conceptions.

Seeing the animated higher educational debate in the country, or the OECD country evaluation politics that is in progress, the Hungarian expert has to face the heritage of higher education. Rereading this heritage reminds us that there is little valuable information of the institutions that started in the 80s, especially upheld elite system and gives little help to understand the problems of a multitudinous higher education. Not even today has there an essential, internationally acceptable standardization been made of the evaluational techniques that are suitable to organize mass higher education.

The non-university sectors and the unconventional sectors have not been included in the previous system, and now their integration is a challenge both to researchers and decision makers. The joint examination of formerly artificially separated sectors demands a change

of language and paradigm from the experts. The hundred thousands studying in the insignificant market sphere of higher education question such conventional academic axioms as the gratuitousness of public education, the relationship of equality of chances in society and government intervening, the monopoly of universities in conveying cultural heritage, or the much talked-of financing crisis of higher education. Hobby research from governmental funds is becoming more and more a service carried-out for market order, an applied science, and the scientific research group capable of synthetysing the accumulated empirical material is differentiated alongside with this change.

Educatio aims at contributing to meeting this long felt need by publishing the results of researches carried out in the *Hungarian Institute for Educational Research* and abroad. For this reason the issue is rather unconventional: it discusses higher education without publishing studies on internal matters of greater universities. Another innovation of *EDUCATIO*'s is that stepping out of the world of public universities and colleges it examines formerly disregarded or tolerated institutional and property types. With this the concept of higher education is replaced with the broader concept of tertiary education, which fits the Hungarian educational conditions better.

Maurice KOGAN presents the revolutionary changes in the British public policy-making. The paper shows first of all the examples of the public utilities run by local governments. The writer examines the quality of governmental answers given to the problems of mass services' efficiency, and he searches for alternatives. The external, Central European observer could first take notice of the language change – which can be called dramatic without exaggeration – in British disputes on higher education. The new educational paradigm replaced the phraseology of equality and equality of chances with the concept of efficiency, quality and accountability. Kogan's study gives an insight into the social processes behind this language change and gives a typology of the attempts with which the conservative government "intervenes" in the complex and expanded public service sphere.

Bruce JOHNSTONE's essay gives an interesting panorama of higher education's so to say global finance programs. It is important that this work discusses the post-communist countries' higher educational financial reforms in the framework of the global trend.

Tamas KOZMA through general polity analysis and a case study presents an unconventional and clear-cut panorama of the academic interest groups that determine Hungarian higher education's internal motion. Besides the innate dissection of the so called "academic oligarchy" – which is a rare typology in Hungarian research – he also demonstrates the narrowness of the political arena clearly. The study assumes a policy-forming vacuum which the most dynamic of the former higher educational interest groups fill in, calling to life and ruling the organizations of remote control that are indispensable in continuing modern higher educational policy. The policy-forming monopoly described by the author can be explained mainly by the disintegration of government control and the exclusion of the economical sphere.

Éva TÓT's study is based on an empirical research which aims at the categorization of Hungarian tertiary education's unknown fields. The new schemes of almost solely private post-seconder sector, adult education and distance tutoring are put side by side for the first time in a study. The author's analysis shows a "shadow higher education's" expansion that would be capable of reducing some of the social tension, springing from the *numerus clausus* of public universities and colleges, and which enrolls minimally the same number of students as the government system does.

János SETÉNYI's case-study shows a stagnating Eastern Hungarian region's teachers' training college's changes in its profile. The analysis in connection with the establishment of business education examines both political, sociological and disciplinary aspects. Its con-

clusion mostly refers to the relationship between local innovation and wanted national institutions (credit accumulation and transfer scheme, curricular franchise etc.)

Tibor PAPHAZI's work has been completed in the Hungarian Institute for Educational Research and presents a pilot survey of the relationship of university students and the tuition fee about to be established. The statements of the study on one hand confirm former hypotheses that the fees are chiefly opposed by poorest students and those with the worst social backgrounds. On the other hand the research makes it obvious that the adequate national institutions (credit system, access courses, stay-at-home study schemes etc.) do not slacken the unfavorable effects of the establishments of the fees.

Mihály KUPA, a politician acknowledged as former Minister of Finance and for his research work in the field of development of human resources, in an interview analyzes the social, economical and political dilemmas in connection with higher education.

(text of János Setényi – translated by Adrien Domján)

HOCHSCHULWESEN

Die *EDUCATIO*-Nummer zum Thema Hochschulwesen untersucht einen Gesellschaftsbereich, der in der Öffentlichkeit zunehmend Beachtung findet, ja immer lebhafter diskutiert wird. Allerdings erstrecken sich die Analysen der Publikation weniger auf die unmittelbare politische Dimension. Sie enthalten zum Beispiel keine Wertungen in bezug auf die Hochschulpolitik der Regierung oder die gesetzgebende Tätigkeit des Parlaments. Vielmehr ging es bei der Zusammenstellung der vorliegenden Ausgabe darum, das präsentierte Material in einen Lernprozeß einzubinden. Hier werden "unsichtbare" Institutionen und Vorgänge des ungarischen Hochschulwesens erschlossen, wird das zuvor als natürliche Gegebenheit betrachtete System unter die Lupe genommen. Zum "unsichtbaren Institutionsgefüge" gehören Postsekundarkurse, Erwachsenenbildung, Business-Schulen, kommunale Fachhochschulen und Volkshochschulen. Diese früher lediglich tolerierte Sphäre erwuchs aus dem Verlangen des Arbeitsmarktes, die starren Curricula der staatlichen Universitäten und Hochschulen zu korrigieren. Heute sind der staatliche und der private Sektor nicht mehr so klar voneinander trennbar. Immer mehr marktfähige staatliche Bildungseinrichtungen mausern sich zu Unternehmungen. Vor allem die "spontane Privatisierung" und der unkontrollierte Innovationsverlauf bedeuten eine Herausforderung für den Beobachter. Im Zuge "spontaner Privatisierungen" gründen die marktfähigsten Gruppen einer Institution unter Nutzung der staatlichen Infrastruktur private Unternehmungen. Die institutionelle Innovation läßt das ungarische Hochschulwesen quantitativ wie qualitativ zu den flexibelsten Systemen Europas aufsteigen, doch mangels politischer Prioritäten unterbleibt die Koordinierung der Innovationen. Daraus resultiert eine Verschwendung der unabhängigen Fondsquellen, die bei der Finanzierung des Hochschulwesens eine Schlüsselrolle spielen. Gleichzeitig versuchen sich die Universitäten und Hochschulen, bedroht vom Zwang des Profilwechsels oder des Ausblutens, als Lobbyisten für staatliche Großinvestitionen, für "zentrale Entwicklungskonzepte".

Wie der heftigen Debatte über das ungarische Hochschulwesen sowie den Untersuchungen für die OECD-Landesstudie zu entnehmen ist, sind auch die heimischen Wissenschaftler mit dem Erbe der hiesigen Hochschulforschung konfrontiert. Bei intensiver Begutachtung dieses Nachlasses stellt sich heraus, daß – insbesondere außerhalb des Universitätssektors – nur sehr wenige sachdienliche Angaben über die institutionellen Veränderungen seit den